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ABSTRACT

Participants from Washington, Hawaii, Majuro, Palau, Guam and other points in the Northern Mariana Islands came together to share information relating to the functions of libraries and archives as information banks and as preservers of the cultural heritage of Micronesia. Papers presented were: (1) "Reading Motivation in the Pacific" (Marilyn Camacho-Salas); (2) "Fund Raising" (Lee Webber); (3) "Public Relations" (Lee Webber); (4) "Selected Health Reference Services for the Non-Health Sciences Library" (Irene Lovas); (5) "Children's Library Services in Pohnpei" (Nel Lawson); (6) "More Books for the Buck" (Richard Meldrom); (7) "Small Archives for Librarians and Curators" (Garth Crockford); and (8) "Computers: Access to the University of Guam Library and the Internet" (Arlene Cohen). (SLD)

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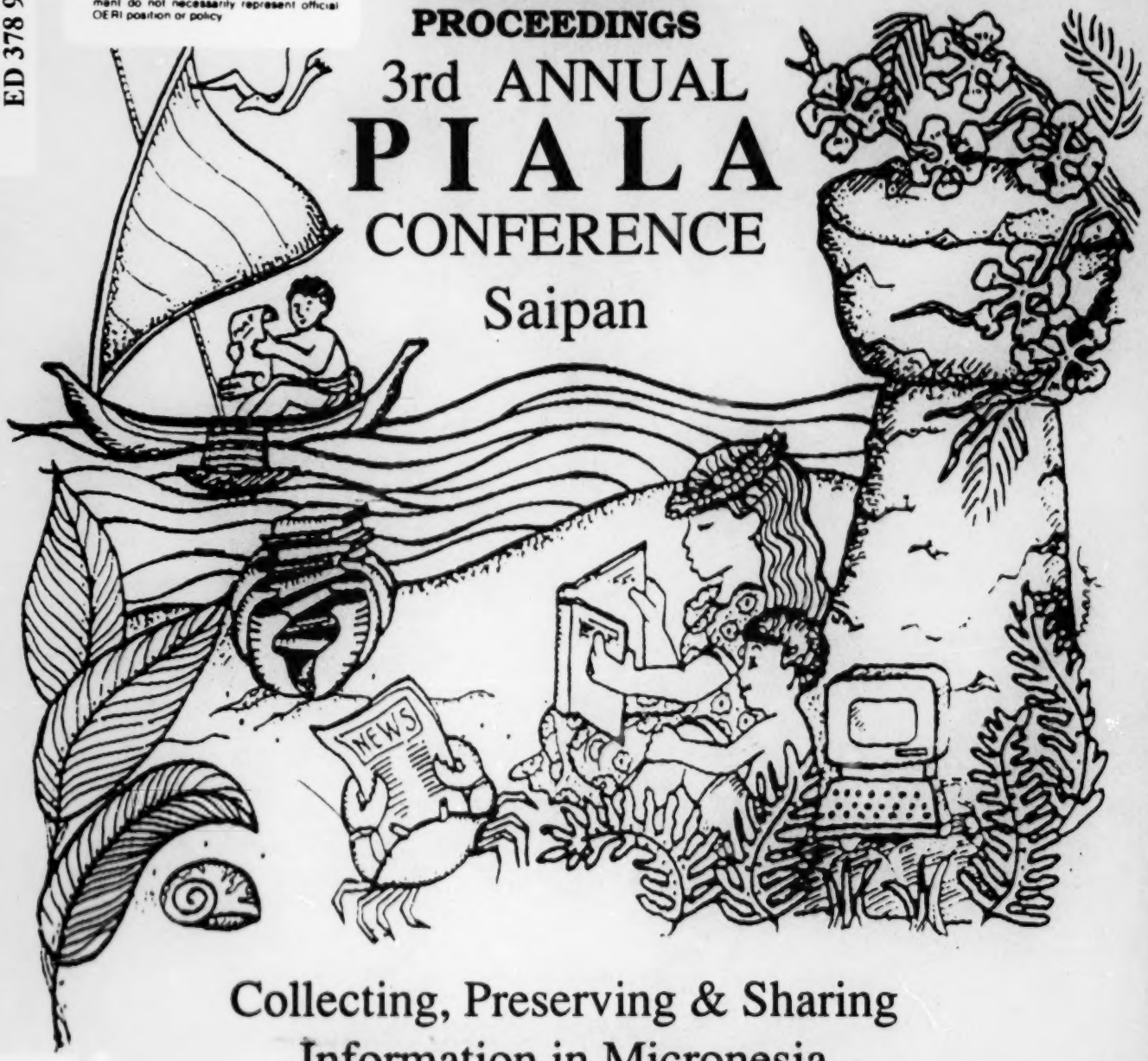
**CONFERENCE PROCEEDINGS**

# 3rd ANNUAL PIALA CONFERENCE

## Saipan




## Collecting, Preserving & Sharing Information in Micronesia

### Pacific Islands Association of Libraries and Archives

## OCTOBER 13-15, 1993

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**Opening Remarks by**

**Governor Lorenzo I. De Leon Guerrero**

Buenas Dias and Good Day!

On behalf of the people of the Commonwealth of the Northern Mariana Islands I offer our most sincere *Hafa Adai* welcome.

My special *Hafa Adai* greeting also goes to those who have travelled from Washington, Hawaii, Majuro, Palau, Guam, and other points to join us here today

I also want to thank the organizers for having this Conference in our new Library

They took a big risk, you know.

I mean, they are asking a Governor running for reelection to address a large prestigious group of intelligent and articulate people.

I guess that's why they asked me to talk no longer than two minutes
Anyway, I want to say that without the generosity of many people in both the private and government sectors, this Library would not exist

In fact, it was almost exactly one year ago, September 30 1993 this facility was turned over to the Government.

This facility is our dream come true
A great debt of gratitude goes to businessmen Jose C Tenorio and Manual S Villagomez whose personal contributions financed the construction

But the contributions did not stop there

They included the "Friends of the Library", businesses, students, and other individuals

They contributed their money, their time, and their efforts to the best of all possible causes
And that cause is the knowledge of our young people and our community

More than ever, library and archive facilities serve dual functions in our region
They are information banks, providing access to the latest information through print and also visual media.

And they also act to preserve and protect our cultural heritage, languages, customs and values
In cultures like those found in our Micronesia, preservation of knowledge was mainly verbal

But as cultures change, so does tradition.
Thus we are thankful for the opportunity to preserve our traditions on video and audio tapes as well as in print.

I know that our participants from the Commonwealth will benefit greatly from your discussions and sharing of information over the next two days
If there is anything my Office can do to make your stay both pleasant and productive please let me know.

And during that stay, I hope that you will have some time to enjoy our hospitality
Please take the time to visit some of our historical sites and beautiful landmarks Come back again and again. You are always welcome.

Hu saluda hamyo todos...
I salute you all.
Dankulo na Si Yuus Maa'se.....

**Keynote Speaker**

**Dr. Marilyn Salas**

**"Reading Motivation in the Pacific"**

GOVERNOR GUERRERO AND PIALA PARTICIPANTS, IT IS A TREMENDOUS HONOR TO BE AT THE PACIFIC ISLANDS ASSOCIATION OF LIBRARIES AND ARCHIVES (PIALA) CONFERENCE. I EXTEND MY APPRECIATION TO RICHARD MELDROM AND THE PIALA COMMITTEE FOR ONCE AGAIN BRINGING US TOGETHER AND MAKING THE CONFERENCE A REALITY.

On my way home from Kosrae aboard Continental Air Micronesia and as I looked down upon the Micronesian Islands, I asked myself...reading? For what purpose? Under what environmental conditions?

I have been asked to speak about " **reading motivation in the Pacific**". It isn't that Pacific people do not want to read or will never be able to read, it is that after all these years, we still have not actively responded to a critical question: How do we invite reading motivation in Pacific Island people?

I would like to focus on five major areas to address the concern for reading motivation: our Micronesian context, home preparation, schools, libraries, and interpersonal relations.

Our islands are small in size. We are the only ones in the world who speak our Micronesian language. Many of us are too small to afford publishing textbooks at the school or college level. Our economy depends on tourism, the export of fish and copra. We have a history of being colonized. The language of the former ruling country is disliked by some and revered by others as the means of economic and cultural development.

We already have problems which complicate the issue of literacy (reading and writing).

It appears that we need to be literate in our indigenous language, but must also read books in other languages to succeed in higher education. For most of our islands, the foreign language, English, is in our elementary or secondary schools. This is the situation for Micronesia. English is being promoted at the expense of the primary Micronesian language.

We as government and educational leaders, have not clearly formulated our thinking about language development for Micronesia.

Goodman, Goodman & Flores (1987) talk about key considerations that are involved in developing literacy in multilingual places.

1 All literacy programs must be based on careful consideration of the linguistic



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realities in the Micronesian Region. How many languages are there and who speaks them? How are they related? To what extent does a tradition of literacy exist in each language? To what extent do printed materials in the languages exist? ( And furthermore are these Pacific materials being written by the indigenous people?) Do people in Micronesia need to be literate?

2. Literacy programs must be in tune with political, economic and cultural realities. What national policies exist? Who on the island determines and supports these policies? What economic support is there for literacy and in which language?

3. Literacy programs must relate realistically to existing and potential educational programs. Who controls the schools? How are schools supported? What forces on our islands are supporting the status quo in education and what forces are seeking change?

These questions are foundational to any consideration of literacy and bilingualism.

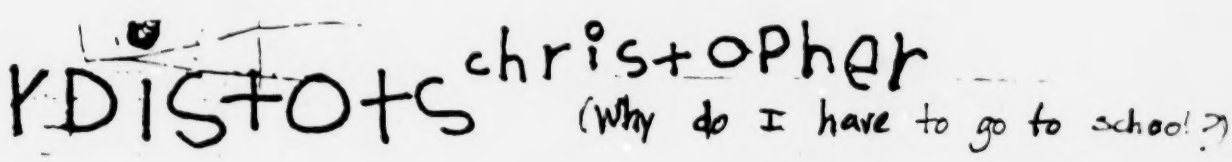
**How do we invite motivation in Pacific Island children?**

Most importantly, families must realize that children who are read to by adults in the home and who have been encouraged to participate in storytelling and discussions learn to read easily. Learning to read is natural if students are surrounded by real, meaningful materials; materials which reflect their everyday lives. A problem that we are all experiencing is the fact that there is little or nothing to read in our languages! Literacy development becomes very difficult if at all possible.

In addressing our schools...
Students come from diverse cultural backgrounds and they bring a variety of resources to the classroom. Too often our school systems fail to make use of these resources and fail to prepare our students for higher education or the workplace.

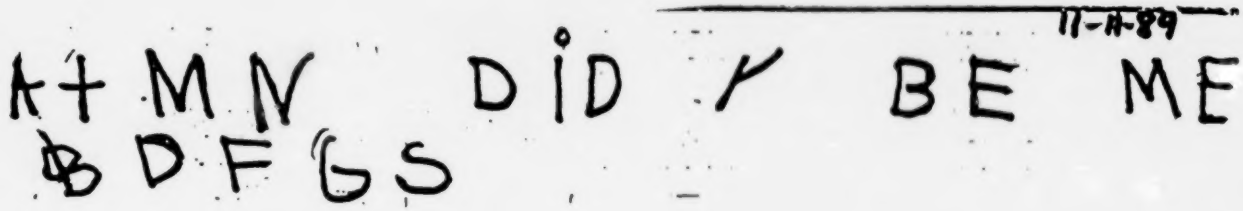
Instruction in Pacific classrooms need much improvement. Our schools often mandate a single approach to literacy instruction that is expected to work for all students. We expect students to learn using the same materials in the same way. the same basal reading series, the same adopted textbook, the same teaching methods, the same kinds of feedback on their writing, the same kind of writing topics. We then label students who have difficulties as "slow" or "deficient". We need instruction that engages and challenges all students.

When a Chamorro child in beginning first grade writes

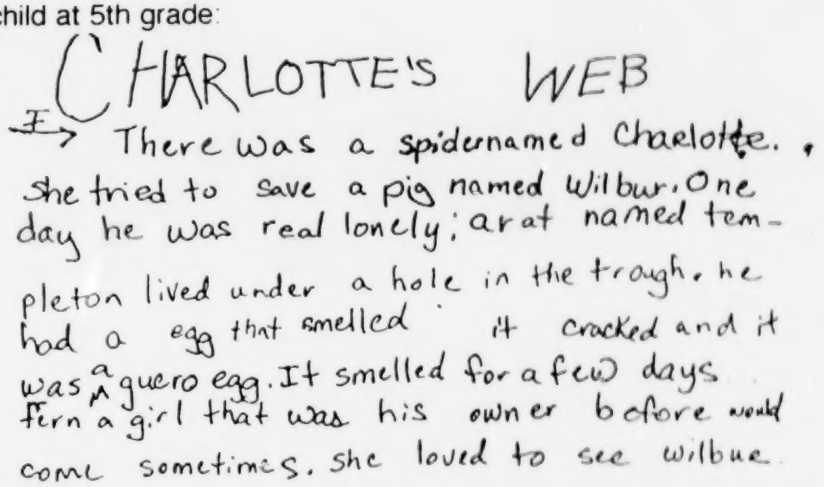


We should not refer him for special education or "remedial" reading class nor should we correct his spelling "mistakes" right away. We observe and assist his language development by talking and listening to him, reading aloud, and exposing him to a variety of rich literacy experiences.

A month later, he writes:




The same child at 5th grade:


CHARLOTTE'S WEB
There was a spidernamed Charlotte.
she tried to save a pig named Wilbur. One
day he was real lonely; a rat named tem-
pleton lived under a hole in the trough. he
had a egg that smelled it cracked and it
was a guero egg. It smelled for a few days
fern a girl that was his owner before would
come sometimes. she loved to see wilbur

Language development has happened because of family support, school support and the child's personal motivation.

Sadly, materials that students can relate to are missing in Pacific classrooms. It will not help to continue to develop materials patterned after basal reading series with workbooks and skills sheets. We need well written materials in the indigenous languages and all the other languages represented in any specific island. And we must be more selective of materials donated by other education systems, businesses, or governments.

Additonally, special attention must be given to libraries in the Pacific. What good is a library if nobody uses it? What good is a library if it only contains outdated materials and textbooks which have been handed down by other education systems who can't use them?

We have heard the laments of librarians and researchers throughout the Pacific. These concerns include the need for island governments to put more investments into

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libraries (which I totally support), for the involvment of local people in library organization, for oral libaries that include phone call systems to promote the oral heritage of (legends, stories, etc.) of Pacific islands, etc.

Librarians have also experienced interpersonal problems among library staff that hinder the smooth operation of libraries in Micronesia. Often the case is that the librarian quite often an "expat" has difficulties functioning with a Micronesian staff. The librarian wants the work done a particular way, but the staff (most of whom have not had library training) do not perform. How do we invite the librarian to understand and utilize the staff's experiences?

Agnes McPhetres (1992) stated "As Pacific Islanders, we have long appreciated the importance of interpersonal communication and the importance of our oral traditions." It would be to your benefit to use this knowledge for success in the Pacific.

On a similar thought wave, Smith (1989) asked that we think about the type of school that we want.

What kind of relationship do we want students to have with each other--competitive (because not everyone is going to get high grades) or cooperative (because we no longer sort students according to age and ability)? What kind of relationship do we want teachers to have with each other--isolationist and territorial (because teachers are rarely welcome in one another's classrooms) or collaborative (because they work in an atmosphere of mutual assitance and engage in authentic activities with their students)? And what kind of relationship do we want teachers and students to have--antagonistic (because anyone who administers the tests and distributes the gsrades must be an opponent) or collegial (because participants in patently interesting and worthwhile activities always feel a sense of camaraderie)?

Smith's points emphasize the importance of personal relationships in our school environment as an invitation to learning.

I would like to conclude my presentation on "Reading Motivation in the Pacific" by reading a paper writen by a Chuukese adult.

1/27/92

When I was in the elementary school I was not really having the way of learning how to we write and how to we read. That time all my teachers did not even teach us what are the process of writing and how do we have to read something. All my teachers were Chuukese and also from my own island. Some of them were graduated from high school and some were not even graduated from Chuuk High School. Their Education that time was limited and could not teach us better way of learning.

Most of them were speaking Chuukese and never speak English Language while they were in their classes. Also during that time their lesson plans were not really good. I could remember when I was in the third grade

or fourth grade my teacher did not teach us how to we write something. He did not even teach us how we read and write. I could remember that the way our teachers did during that time, they only taught what they wanted to teach us, but not from what they had in their plans.

So I believed that we the Chuukese students did not really know what we supposed to write and read because of our uneducated teachers. My parents, on the other hand, did not really help me with my lessons, because they were not know what my lessons were.

After a few years later, I realized that I could not really learned something, but I still kept on. I remember when I had a contract teacher a peace corp, who came and taught in our school. He taught English and assigne-d us to write a story about ourselves. I finally wrote my paper about myself, when I went to the mountain. I was hunting for the wild pigs. I made a pig trap and left. The next I went to see whether there was a pig in it or not and finally there was. I took the rope and tighted with the pig's legs and hands then I took him with me back home

This is a good piece English is his second language

As Frank Smith (1989) wrote " Literacy is good for two reasons The pursuit of the individual imagination and the exercise of personal power".

If Pacific students are failing to respond to reading, this is evidence that they have not come to view literacy as necessary and also that the school curriculum and its programs (library included) are **not in** tune with the children. The ways **in which reading and writing are promoted at home and in schools will be an invitation or non-invitation for reading and writing motivation in Pacific Island children.**

Si Yu'os Ma'ase' for your kind attention. Have a wonder three days at the PIALA Conference!

Marilyn C. Salas

Marilyn C. Salas

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**LEE WEBBER**

**"FUND RAISING"**

(EDITORS NOTE: BEFORE THE DISCUSSION BEGAN, MR. WEBBER ASKED PARTICIPANTS HOW MUCH MONEY THEY PLANNED TO RAISE. HE BROKE THIS DOWN ON THE CHALK BOARD INTO CATEGORIES OF $0-10,000; $10,001 - $25,000; $25,000 - 100,000; $100,000 AND ABOVE. NEARLY ALL PARTICIPANTS (SAVE THOSE WORKING ON CONSTRUCTION PROJECTS) FELL INTO THE TWO LOWEST CATEGORIES)

GOOD MORNING

BEFORE I BEGIN MY PREPARED PRESENTATION I WANTED TO COMMENT ON SOMETHING THAT DR. SALAS MENTIONED IN HER KEY-NOTE SPEECH. SHE USED THE WORD "SAME" NUMEROUS TIMES. THIS IS A PIVOTAL WORD IN OUR CONSTANTLY CHANGING WORLD. NOTHING EVER STAYS THE SAME. WE EITHER MOVE FORWARD OR WE MOVE BACKWARD. WHAT I PLAN TO DISCUSS WITH YOU IS HOW TO MOVE FORWARD.

IT IS A GREAT PLEASURE TO HAVE THIS OPPORTUNITY TO BE WITH YOU TODAY. OUT OF CURIOSITY, DO YOU ALL SUBSCRIBE TO THE PDN? I'M ALWAYS CURIOUS TO SEE THE RESPONSE I GET TO THAT QUESTIONS. YOU SEE, I HAVE VESTED INTEREST IN THE RESULTS ... I WAS INITIALLY ASKED TO MAKE ONE PRESENTATION ON FUNDRAISING AND SUDDENLY DISCOVERED THAT I WAS ALSO MAKING ANOTHER THIS AFTERNOON ON PUBLIC RELATIONS AS WELL. IN THE INTEREST OF GOOD PUBLIC RELATIONS, I DIDN'T

ASK ABOUT THE SECOND PRESENTATION AND SIMPLY PREPARED FOR IT. SO, SOME OF YOU MAY GET THE OPPORTUNITY TO HEAR ME TWICE IN ONE DAY. FUNDRAISING FOR PUBLIC INSTITUTIONS IS NOT AN EASY TASK. BUT, IT IS NOT AN IMPOSSIBLE ONE EITHER.

MUCH DEPENDS ON THE INSTITUTION ... HOW MUCH THE PUBLIC KNOWS ABOUT IT ... WHAT IT HAS DONE TO HELP PEOPLE IN THE PAST ... WHAT IS PERCEIVED AS ITS POTENTIAL FOR HELP IN THE FUTURE ... WHO'S INVOLVED IN IT ... WHO'S DONATED PREVIOUSLY AND HOW MUCH ... HOW MANY OF THOSE DONORS ARE ACTIVELY INVOLVED IN SOLICITATION ... AND THE LIST GOES ON-AND-ON.

WHILE I WILL LATER SHARE THE PLANS AND RESULTS OF ONE PARTICULAR FUNDRAISING PROGRAM, I WOULD LIKE TO SHARE ALTERNATIVE SOURCES OF FUNDING AS WELL.

TWO OF THOSE WITH WHICH I AM PERSONALLY ASSOCIATED ARE THE FREEDOM FORUM AND THE GANNETT COMMUNITIES GRANTS PROGRAMS. COPIES OF THEIR RESPECTIVE MATERIALS WILL BE AVAILABLE TO YOU LATER.

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BRIEFLY, THE FREEDOM FORUM HANDLES ISSUES PRIMARILY ASSOCIATED WITH FIRST AMENDMENT FREEDOMS, MANY OF WHICH MAY RUN HAND-IN-HAND WITH THE WORK DONE IN PUBLIC LIBRARIES. THESE GRANTS RANGE IN AMOUNTS FROM $20,000 TO $200,000. THE ADDRESS OF THE FREEDOM FORUM IS 1101 WILSON BLVD., ARLINGTON, VA 22209. IF YOU HAVE A GRANT APPLICATION THAT YOU BELIEVE WILL FIT THE FREEDOM FUND FIRST AMENDMENT CRITERIA, I URGE YOU TO MAKE AN APPLICATION TO THE FORUM.

GANNETT COMMUNITIES GRANTS ARE DIFFERENT IN THAT THEY ARE SMALLER AND MORE LOCALLY DIRECTED. THEY ARE USUALLY IN THE $3,000 TO $8,000 RANGE AND ARE DIRECTED AT LOCAL PROGRAMS TOUCHING THE LARGEST NUMBER OF LIVES POSSIBLE IN THE LOCAL COMMUNITY. EXAMPLES OF SUCH GRANTS HAVE GONE TO THE UNIVERSITY OF GUAM FOR COMPUTERS AND PONAPE AGRICULTURE AND TRADE SCHOOL (PATS) FOR AGRICULTURAL TRAINING. I HAVE ALSO BROUGHT WITH ME COPIES OF OTHER FOUNDATION LISTINGS FOR BOTH PUBLIC AND PRIVATE GROUPS THAT MAKE FUNDING AVAILABLE TO YOU.

INCLUDED IN THESE LISTING ARE COPIES OF ORDER FORMS YOU CAN USE TO ACQUIRE YOUR OWN PERSONAL COPIES OF THESE PUBLICATIONS FOR YOUR OFFICES. I WILL BE TAKING THESE COPIES WITH ME WHEN I LEAVE TODAY.

THERE ARE MANY MORE FUNDING POSSIBILITIES THAN YOU PROBABLY THOUGHT EXISTED. THE KEY TO ACQUIRING FUNDING FROM THESE SOURCES RESTS IN CHOOSING THE CORRECT SOURCE AND INSURING THAT YOUR WRITTEN PROPOSAL HAS BEEN DONE PROPERLY.

WHILE I AM NOT A SPECIALIST AT GRANT WRITING, THERE ARE PEOPLE ON GUAM SUCH AS DR. DIANNE M. STRONG, ED.D. ASSOCIATE PROFESSOR, RETIRED, UOG WHO CAN PROVIDE YOU WITH THIS TYPE OF TRAINING. YOU SHOULD ALSO TAKE ADVANTAGE OF ANY TIME YOU CAN SHARE WITH OTHER PRESENTERS WHO MAY BE HERE SUCH AS ARLENE COHEN, SYSTEMS LIBRARIAN AT UOG, RFK LIBRARY TO SEEK THEIR EXPERTISE IN THIS AREA AS WELL. I URGE YOU, SEEK THEM OUT TO HELP YOU SUPPLEMENT YOUR FUNDING EFFORTS.

NOW ... LET'S CHAT ABOUT MAKING MONEY ON THE HOME FRONT ... IN THE EARLY 1980'S WE RAISED $180,000 IN LESS THAN 12 MONTHS TO BUILD A NEW BOY SCOUT BUILDING ON GUAM. THIS DIRECTLY TOUCHED LESS THAN 1,000 LIVES BUT THE FUND-RAISING WENT SMOOTHLY NONE THE LESS. WHY??

LET'S LOOK AT A LIST OF THINGS TO CONSIDER:

1. HOW MUCH MONEY DO YOU REALLY NEED?

2. WHAT'S THE MONEY FOR AND HOW MANY LIVES WILL IT TOUCH?

3. WHAT RESOURCES DO YOU HAVE TO HELP YOU?

4. HOW MUCH TIME DO YOU HAVE TO RAISE THE MONEY? REMEMBER THE LIMITS OF YOUR LOCAL COMMUNITY

5. DO YOU HAVE, OR NEED, ANY SEED MONEY FOR THE CAMPAIGN? WHAT ABOUT PUBLICITY?

6. HOW DO YOU STRUCTURE A CAMPAIGN? PYRAMID ... WHO DO YOU CORNER TO DO THE WORK ... MUST THEY BE KEY CONTRIBUTORS TOO?

7. WHO DO YOU TELL HOW MUCH YOU'VE COLLECTED AND WHEN DO YOU TELL THEM? IN SHORT, WHEN DO YOU TELL FOLKS YOU'VE MADE IT!

8. HOW DO YOU THANK YOUR DONORS AND WORKERS?

WHILE WHAT WE'VE DISCUSSED TODAY ONLY TOUCHES ON A SMALL PART OF FUNDRAISING, IT DOES GIVE YOU THE BASIC TOOLS NECESSARY TO BEGIN RAISING MONEY IN YOUR COMMUNITY.

SHOULD YOU HAVE ANY PARTICULAR QUESTIONS I'LL BE MORE THAN HAPPY TO ATTEMPT TO ANSWER THEM FOR YOU.

THANK YOU.

**LEE WEBBER**

**"PUBLIC RELATIONS"**

MR. RICHARD MELDROM ASKED ME HERE TODAY TO TALK WITH YOU ABOUT PUBLIC RELATIONS.

IT'S ALWAYS GOOD TO DO A LITTLE MARKET RESEARCH BEFORE YOU START ONE OF THESE THINGS SO LET ME SEE A SHOW OF HANDS ON HOW MANY OF YOU HAVE A FORMAL PUBLIC RELATIONS DEPARTMENT OR PERSON IN PLACE AT YOUR INSTITUTION TODAY ... OK, NOW, OF THOSE WHO HAVE THEM HOW MANY OF YOU HAVE PEOPLE WHO WERE FORMALLY TRAINED IN THIS AREA? THAT'S NOT SURPRISING SINCE MOST SMALL INSTITUTIONS CANNOT AFFORD A FULL-TIME P.R. PERSON. IN FACT, MOST DON'T EVEN NEED ONE. SO THEN WHY AM I HERE TODAY TO TALK ABOUT THIS SUBJECT AND WHY ARE YOU HERE LISTENING?

THAT'S SIMPLE, WE'RE ALL IN THE PUBLIC EYE AND, THEREFORE, MUST BE CAPABLE OF DEALING WITH THE PUBLIC AND THE PRESS IN A CLEAR AND FORTHRIGHT MANNER.

WELL, I AM HERE TODAY TO TELL YOU THAT, "ELEPHANTS DON'T BITE".

WHEN WAS THE LAST TIME YOU HEARD ABOUT SOMEONE BEING BITTEN BY AN ELEPHANT?

THINK ABOUT IT FOR A SECOND, THEN, EVERYONE WHO'S HEARD OF A BITING IN THE PAST, RAISE YOUR HAND. ALRIGHT, HERE'S AN EASIER ONE. HOW MANY OF YOU JOG OR RUN? OK! NOW, HOW MANY OF YOU'VE STUMBLED OVER A PARKED CAR DURING ONE OF YOUR RUNS?? I RAN MARATHONS FOR NEARLY THIRTEEN YEARS AND NEVER TRIPPED OVER ONE CAR. BUT, I WISH I HAD A DOLLAR FOR EVERY TIME I TWISTED MY ANKLE ON A SMALL STONE.

WELL, NOW WE ALL KNOW THAT ELEPHANTS DON'T BITE AND WE ALSO KNOW THAT PEOPLE DON'T STUMBLE OVER PARKED CARS. (AT LEAST NOT ANYONE THOSE OF US IN THIS ROOM WOULD BE WILLING TO HIRE TO REPRESENT US.) BUT WHY DON'T EITHER OF THINGS HAPPEN?

WELL, VERY FEW PEOPLE ARE STUPID ENOUGH TO STICK THEIR HANDS IN AN ELEPHANT'S MOUTH AND EVEN FEWER ARE CLUMSY OR CARELESS ENOUGH TO STUMBLE OVER A PARKED CAR.
SO YOU ASK, WHAT'S THE POINT.

THE POINT IS, IT'S NOT THE BIG THINGS THAT GET YOU INTO TROUBLE IT'S THE SMALL ONES.

I'LL BET YOU'VE ALL BE BITTEN BY HUNDREDS, MAYBE EVEN THOUSANDS OF MOSQUITOS AND THOSE OF YOU WHO'VE RUN (AND SOME WHO SIMPLY WALK) HAVE STUMBLED OR WRENCHED AN ANKLE ON A SMALL STONE. I KNOW I'VE SUFFERED FROM BOTH MALADIES.

IN PUBLIC RELATIONS, JUST AS IN LIFE ITSELF, IT'S THE LITTLE THINGS THAT FOUL US UP. THAT SLIP OF THE TONGUE OR PEN THAT MAKES ALL THE DIFFERENCE IN HOW WE'RE UNDERSTOOD OR, MISUNDERSTOOD. IN PUBLIC RELATIONS, PERCEPTION IS MANY TIMES MORE IMPORTANT THAN FACT.

MARK TWAIN ONCE SAID, "THE DIFFERENCE BETWEEN THE RIGHT WORD AND THE ALMOST RIGHT WORD IS LIKE THE DIFFERENCE BETWEEN LIGHTENING AND A LIGHTENING BUG".

NOW YOU'RE PROBABLY SAYING WELL HE'S TALKED ABOUT ELEPHANTS, PARKED CARS, MOSQUITOS, SMALL ROCKS AND MARK TWAIN ... WHEN'S HE GOING TO TALK ABOUT PUBLIC RELATIONS. WELL, I HAVE BEEN, IN A ROUND-ABOUT WAY.

ANOTHER THING THAT MARK TWAIN SAID WAS, "WHEN IN DOUBT, TELL THE TRUTH". HE WAS A WISE OLD FELLOW. HE ALSO SAID, "IF YOU TELL THE TRUTH YOU DON'T HAVE TO REMEMBER ANYTHING".

IN THE EVENT YOU HAVEN'T CAUGHT ON YET, THERE ARE FOUR KEY ELEMENTS TO SUCCESSFUL PUBLIC RELATIONS WORK. FIRST, IT'S THE LITTLE THINGS THAT'LL GET YOU IN TROUBLE, SECOND, DON'T LIE ... THIRD, DON'T LIE ... FOURTH, DON'T LIE ... THE REST IS EASY.

NOW, I KNOW THAT MAY SEEM LIKE AN OVER SIMPLIFICATION BUT IT REALLY ISN'T. IF YOU ADD TO THIS THE LAW OF CAUSE AND EFFECT, SOWING AND REAPING OR, ACTION AND REACTION, YOU HAVE THE ENTIRE PACKAGE. THE KEYS TO GOOD PUBLIC RELATIONS REST IN THESE FEW SIMPLE ITEMS COUPLED WITH A FRIENDLY SMILE, WARM PERSONALITY AND SINCERE DESIRE TO SEE YOUR WORK, OR THE WORK OF YOUR EMPLOYER, VIEWED POSITIVELY BY THE PUBLIC.

ONCE YOU UNDERSTAND THAT EVERYTHING FROM DUST TO FEATHERS FOLLOWS THESE FEW SIMPLE PRINCIPLES AND YOU APPLY THEM FAITHFULLY AND CONSISTENTLY THROUGHOUT YOUR WORK, YOU WILL FIND YOUR SUCCESS RATE RISES DISPROPORTIONATELY.
YOU MUST ALSO UNDERSTAND THAT THE WORLD AND NATURE DON'T PLAY FAVORITES. NEITHER ONE REALLY CARES WHETHER YOU WIN OR LOSE.

THE JUNGLE IS NEUTRAL AND THE PLAYING FIELD IS LEVEL, THE OCEANS AROUND OUR ISLAND HOMES PLAY NO FAVORITES.
WHETHER YOU DEAL WITH THE GENERAL PUBLIC, PRINT MEDIA OR BROADCAST MEDIA, THE RULES ARE THE SAME.

WATCH OUT FOR THE LITTLE THINGS, TELL THE TRUTH -- NEVER, NEVER LIE, BE OPEN, BE STRAIGHT FORWARD, BE TACTFUL, BE CORDIAL, BE KIND, BE WARM, CONSIDERATE AND SMILE.

I'D LIKE TO LEAVE YOU WITH A FEW KEY IDEAS:

A. CONTACTS - WHO YOU DEAL WITH - MAKE SURE YOU SELECT THEM CAREFULLY SINCE THEY ARE THE ONES ON WHOM YOU WILL DEPEND FOR SPREADING YOUR DESIRES AND QUELLING YOUR PROBLEMS.

B. PRESS RELEASES -- WORD THEM CAREFULLY (REMEMBER TWAIN'S "ALMOST RIGHT WORD") AND TIME YOUR RELEASE PROPERLY SO AS TO GET THE GREATEST "BANG FOR YOUR BUCK".

C. WHAT'S NEWS -- "DOG BITES MAN IS NOT NEWS, MAN BITES DOG IS NEWS". REMEMBER THAT WHEN DEALING WITH NEWS PEOPLE. UNDERSTAND HOW THEY THINK AND WHAT THEY'RE AFTER. REMEMBER THEY WANT THE WHO, WHAT, WHERE, WHEN, WHY AND HOW OF WHAT YOUR TALKING ABOUT. KEEP IT SIMPLE, TRUTHFUL AND TO THE POINT. WITH SOME SKILLFUL WORD PLAY YOU CAN TURN EVEN THE SIMPLEST OF CIRCUMSTANCES INTO AN ITEM THAT CAN GET THE ATTENTION OF MOST NEWS ORGANIZATIONS.

D. HOW CAN OTHERS BECOME INVOLVED -- IN SHORT HOW CAN YOU ENLIST OUTSIDE FORCES TO HELP YOU ACCOMPLISH YOUR TASK. FIND WAYS TO COMPILE A LIST OF THOSE MOST INTERESTED IN YOUR WORK AND WHAT YOU ARE DOING. THERE ARE ALWAYS

OTHERS WHO SHARE YOUR GOALS AND DESIRES BUT MAY NOT WANT THE PUBLIC ATTENTION. THEY CAN BE UTILIZED BACKSTAGE IN ORDER TO FREE OTHERS UP TO TACKLE NEW, MORE OPEN TASKS.

E. ATTITUDE -- THIS, MUCH LIKE TRUTH, IS A CRITICAL FACTOR IN EVERYTHING YOU DO. DR. VICTOR FRANKLE, A NOTED VIENNESE PSYCHOLOGIST ONCE SAID, "THE LAST OF HUMAN FREEDOMS IS THE ABILITY TO CHOSE ONCE ATTITUDE IN ANY GIVEN SET OF CIRCUMSTANCES". SMILE, BE PLEASANT, BE UNDERSTANDING KNOWING THAT EVERYONE YOU DEAL WITH WILL NOT SHARE THE DEPTH OF YOUR DESIRE TO ACCOMPLISH YOUR GOAL. BUT, FEW PEOPLE, PARTICULARLY IN THE PUBLIC SECTOR, CAN RESIST ASSISTING SOMEONE WHOM THEY FEEL TRULY BELIEVES IN WHAT THEY'RE DOING. REMEMBER, "NEVER CHASE YOUR OWN HAT, YOU'LL RUIN SOMEONE ELSE'S FUN".

NOW RATHER THAN CONTINUE TO PREACH, I BELIEVE IT WOULD BE MORE PRODUCTIVE TO DEAL WITH QUESTIONS AND SITUATIONS THAT THOSE OF YOU WHO HAVE PAID TO ATTEND THIS MEETING MIGHT HAVE. THE FLOOR IS OPEN AND I WILL DO MY VERY BEST TO FIELD ANY QUESTIONS YOU MAY HAVE.

BESIDES, OPEN DISCUSSION IS WHAT THIS SUBJECT IS ALL ABOUT.

IRENE LOVAS

# SELECTED HEALTH REFERENCE SOURCES FOR THE NON-HEALTH SCIENCES LIBRARY

Based on:

***Selected List of Medical Reference Works for the Public Library***

by Alison Bunting, Phyllis S. Mirsky, and Gail Yokote, Pacific Southwest Regional Medical Library Service, UCLA Biomedical Library, and Judith A. Furman, Project Coordinator, Consumer Health Information Program and Services, Los Angeles County/Carson Regional Library, 1977.

And

***Selected Medical Reference Works for Nonmedical Libraries***

by Mary L. Riordan, Arizona Health Sciences Library, University of Arizona, Tucson, AZ, 1990.

## SELECTED HEALTH REFERENCE SOURCES FOR THE NON-HEALTH SCIENCES LIBRARY

### DICTIONARIES

*Dictionaries define words and give their pronunciation, derivation, spelling and usage. They also can provide biographical information, abbreviations, special tables and illustrations.*

***Dorland's Illustrated Medical Dictionary***. 27th ed. Philadelphia, Saunders. 1988. 1888p. $43.95.

***Stedman's Medical Dictionary***. 25th ed. Baltimore, Williams & Wilkins, 1990. $38.95.

Dorland's and Stedman's are the two standard, authoritative American medical dictionaries, and they are similar in many ways. Both are designed for use by physicians and others thoroughly familiar with medical terminology. They contain sections on medical etymology, have many plates and illustrations in the text, and regularly appear in new, revised editions. Because the works are so similar, one might wish to look at factors such as price, date of the latest edition, and special tables or illustrations when deciding which to purchase.

Jablonski, Stanley. ***Dictionary of Medical Acronyms & Abbreviations***. 3rd ed. St. Louis, Mosby-Year Book, 1993. 330p. $14.95

One finds frequent use of acronyms and abbreviations in medical writing and this text provides a useful aid in interpreting them.

Magalini, Sergio. ***Dictionary of Medical Syndromes***. 3rd ed. Philadelphia, Lippincott, 1990. 1042p. $79.50.

A syndrome is a group of symptoms that occur together and usually indicate a specific disease. Because syndromes are groups of symptoms, and because they are often named after individuals, it is sometimes confusing to look them up in standard medical reference tools. In such cases, a syndrome dictionary is an ideal source to consult.

Miller, Benjamin F. and Claire B. Keane. ***Encyclopedia and Dictionary of Medicine, Nursing & Allied Health***. 5th ed. Philadelphia, Saunders, 1992. $24.95.

This is an excellent dictionary for the lay public because it is written in simpler language than Dorland's or Stedman's. It has lengthy and detailed definitions and many cross references. Abbreviations, biographical entries and drug trademarks are included.

Thomas, Clayton L.; ed. ***Taber's Cyclopedic Medical Dictionary***. Philadelphia, Davis, 1989. 2401p. $28.50

Taber's is smaller in size than the other dictionaries, but is still comprehensive. It has a large number of handy appendices.

## DIRECTORIES

*Directories provide quick access to information, such as addresses, biographical sketches, or names of officials of an organization.*

***ABMS Compendium of Certified Medical Specialists.*** 4th ed. Evanston, IL, American Board of Medical Specialties. 1992-93. 7v. Biennial, supplement published in intervening year. $250.00.

***Directory of Medical Specialists, 1991/92.*** 25th ed. Chicago, Marquis Who's Who, 1992. 3v. Biennial, supplement published in intervening year. $295.00.

The following information is given for each individual: specialty in which certified, date of certification, data and place of birth, school attended, degree received and year, career record, professional society membership, current address and phone number. The ABMS version is arranged by specialty and then alphabetically by name. An index provides geographic cross reference. The Marquis version obtains its information from the American Board of Medical Specialties. The volumes are arranged by specialty, geographically by state and city, and then alphabetically by name. As might be surmised by the number of volumes, the information in the Marquis version is the same but in a compressed format. Both these sources are very useful for finding information when selecting or being referred to a new physician.

American Hospital Association. ***AHA Guide to the Health Care Field.*** Chicago, The Association, 1993. Annual. $195.00.

This tool lists, by geographic location, all U.S. hospitals registered with the American Hospital Association. Osteopathic hospitals and a roster of accredited long term care facilities are included as well. The following information is given for each hospital: name, address, phone number, information on facilities, and brief data on the number of patients served. A good deal of other information on the health care field is also presented (e.g., health organizations, agencies and education programs, hospital equipment manufacturers).

***American Medical Directory.*** 32nd ed. Chicago, American Medical Association, 1990. 4v. Biennial. $495.00.

This work lists physicians (Doctors of Medicine and Doctors of Osteopathy) who are located in the U.S., Canal Zone, Puerto Rico, Virgin Islands, certain Pacific Islands, or are temporarily located in foreign countries. All physicians responding to an AMA questionnaire are listed. Basic background information is given: address, birthdate, school from which degree was received, year of degree, year of license, specialties, type of practice, and American Specialty Board membership. It is arranged geographically by state and city, then alphabetically by name.

## DRUG & POISONING INFORMATION

*Drug handbooks are the reference tools for identifying and characterizing drugs used in treating diseases. They are used to find information about the administration of drugs, the proper dosage, and any adverse effects. Since poisoning is one of the most common medical emergencies, resources on poisoning are very helpful in providing quick information on diagnosis and therapy.*

American Medical Association. Department of Drugs. ***Drug Evaluations Annual.*** Chicago, The Association, 1992-93. Annual. $75.00.

This work includes information on the nomenclature, use, availability, pharmacology, effectiveness and therapeutic indications of most nationally distributed drugs. The text also gives useful descriptions on the different classes of drugs.

Griffith, H. Winter. ***Complete Guide to Prescription and Nonprescription Drugs.*** Perigee Books, 1992. $15.95.

Designed for the layperson, this work provides, in easy-to-read chart format, information on the brand names, uses, dosage, overdose, possible adverse reactions/side effects, warnings and precautions, interactions with other drugs and other substances, for more than 2,500 prescription and non-prescription medications. Arrangement is in alphabetical order by generic name, with cross references from brand names.

***Handbook of Nonprescription Drugs***. 9th ed. Washington, DC, American Pharmaceutical Association, 1990. $109.00.

Written for easy comprehension, this work contains descriptions of the most popular over-the-counter remedies. Included are explanations of the drug actions, and many tables showing products, manufacturers, ingredients, and forms of administration. Each section has references guiding the user to scientific or medical articles.

Kaye, Sidney. ***Handbook of Emergency Toxicology: a Guide for the Identification, Diagnosis, and Treatment of Poisoning***. 5th ed. Springfield, IL, Thomas, 1988. 556p. $103.00.

In an alphabetical listing of biological and chemical poisons, this reference provides information on synonyms, symptoms, minimum lethal dose, ways of identification, and treatment.

***Merck Index: an Encyclopedia of Chemicals, Drugs, and Biologicals***. 11th ed. Rahway, NJ, Merck and Co., 1989. Var paging. $35.00.

This work is useful for both chemical and medical references. It is in dictionary form by chemical name and gives the chemical structure and general information. Also included is a listing by generic name relating to the American Chemical Society registry number.

***Physicians' Desk Reference***. Oradell, NJ, Medical Economics Co., 1993. Annual, supplements. $44.95.

The *PDR*, as it is commonly called, is produced from information provided by pharmaceutical companies and is the same information as found on the drug labels required by the Food and Drug Administration. The work provides several access points: an alphabetical list of drug manufacturers, an alphabetical index by drug brand name, a drug classification index, and a generic and chemical name index. A unique feature is the colored photographs which may be used to identify medications.

***Physicians' Desk Reference for Nonprescription Drugs***. Oradell, NJ, Medical Economics Co., 1993. Annual. $33.95.

Produced by the same company as the *PDR*, this reference duplicates that effort in arrangement and treatment of over-the-counter medications. It is also includes photographs of the drug and/or its container.

***USP Dispensing Information vol II: Advice for the Patient***. Rockville, MD, The United States Pharmacopeial Convention, Inc., 1992. Annual. $42.00.

Part of a set produced for health professionals, this is the volume that would be of most use to the layperson. It contains a description of the drug, personal health conditions to consider before using the medication, proper use and storage, and side effects. Published in good sized print and easily understood language.

## GENERAL TEXTBOOKS

*Resources providing information about diseases, their diagnosis, and treatment are valuable for answering factual questions.*

### MEDICINE

Berkow, Robert, et al. eds. ***Merck Manual of Diagnosis and Therapy***. 16th ed. Rahway, NJ, Merck Sharp & Dohme Research Laboratories, 1992. $21.50.

This work, arranged by body system, gives brief descriptions of various disorders, listing signs and symptoms, diagnosis, and treatment.

Krupp, Marcus A., et al. ***Current Medical Diagnosis and Treatment***. Norwalk, CT, Appleton & Lange, 1993. Annual. $37.95.

A useful tool at a reasonable price, this reference gives the essentials of diagnosis, general considerations, clinical findings, complications, prevention, treatment and prognosis for categories of diseases. Bibliographical references are given for each condition discussed.

Rakel, Robert E., ed. ***Conn's Current Therapy: Current Approved Methods of Treatment for the Practicing Physician***. Philadelphia, Saunders, 1993. Annual. $54.00.

Conn's is an excellent source of therapeutic information on relatively common diseases. Despite the fact that it is aimed at the physician, much of it should be understood by the informed consumer.

Rubenstein, Edward and Federman, Daniel D., eds. ***Scientific American Medicine***. New York, Scientific American, 1991. 2 vols. $278.00. Loose-leaf. Renewal pages, $200.00 annually.

The value of this work is that it is updated monthly and, although written for health professionals, is also comprehendible by knowledgeable non-professionals. It is divided into 15 sections, roughly based on medical specialties.

Smeltzer, Suzanne C. and Bare, Brenda G., eds. ***Brunner and Suddarth's Textbook of Medical-Surgical Nursing***. 7th ed. Philadelphia, Lippincott. 1992. $65.95.

One of the major textbooks used in nursing education, this textbook will also be of use to the layperson who wants health information presented in a more easily understood form. It presents a discussion of the disease along with the nursing procedure in the care of adult patients.

Wilson, Jean D. et al, eds. ***Harrison's Principles of Internal Medicine***. 12th ed. New York, McGraw-Hill, 1991. 2 vols. $120.00. (1 volume ed., $95.00).

Wyngaarden, James B. and Smith, Lloyd H., Jr., eds. ***Cecil Textbook of Medicine***. 19th ed. Philadelphia, Saunders, 1991. $96.00.

These two standard, comprehensive textbooks of internal medicine present excellent coverage of human diseases.

## NUTRITION

Gebhardt, Susan E. and Matthews, Ruth H. ***Nutritive Value of Foods***. Home and Garden Bulletin, no. 72, U.S. Department of Agriculture, Washington, DC, GPO, 1988. 72p. $2.75.

Pennington, Jean A.T. ***Bowes and Church's Food Values of Portions Commonly Used***. 15th ed. Philadelphia, Lippincott, 1989. $19.95.

Both the above handbooks list nutrient values for food in a tabular format. Values as calories, proteins, fiber content, fat minerals and vitamins, are given for a precisely designated portion of each substance. The Gebhardt handbook provides a better breakdown of foods as used in household measure or found in market units.

Williams, Sue R. and Worthington-Roberts, Bonnie S., eds. ***Nutrition throughout the Life Cycle***. 2nd ed. St. Louis, Mosby Year Book, 1992. $39.95.

This work treats nutritional needs by age groups with special attention paid to the maternity period. It integrates health promotion, disease prevention, exercise and nutrition.

## Abridged Index Medicus (AIM)

***Abridged Index Medicus*** is a subset of ***Index Medicus***, published monthly, which indexes approximately 120 English language journals of clinical significance to physicians, nurses and hospital administrators. ***AIM*** is designed primarily for the needs of the individual health professional and libraries in small hospitals and clinics and would be suitable to answer basic health sciences questions asked by users in many of the community college or public libraries. The journals indexed are reviewed regularly, and the selection is based on quality of the journal, usefulness for health professionals, the need for providing coverage of all fields of clinical medicine and nursing, and easy availability in even the smallest hospital library collection. **Medical Subject Headings (MeSH)** is used for indexing articles. ***AIM*** has a subject and author section for current citations and is cumulated annually.

- **Subject Section**

The citations to articles are listed alphabetically under subject headings for the important points of the article. There is no grouping of citations by subheadings.

- **Author Section**

Names of all authors area included in a full reference under the primary author's name. The title of the article and other bibliographic elements follow. Second, third and all other authors are listed by last name with a cross reference to the primary author. The full reference is listed only under the first author.

## ONLINE DATABASES

Retrieving relevant citations for health sciences information needed by using print indexes, such as ***Abridged Index Medicus*** can be time-consuming.

Various online databases in the health sciences have been developed to assist those preparing bibliographies on specific topics or in answering specific factual questions. Online database searching is invaluable for retrieving information on complex questions since the computer is able to combine terms and to find exact words or phrases used by an author in the title and/or abstract of the article.

Requirements for accessing these online databases are a terminal or microcomputer with telecommunications software, a modem, a telephone line, printer and a password and user identification.

- **GRATEFUL MED**

This software package was developed by the National Library of Medicine in 1986 to make searching easier and to provide a more user-friendly way of accessing the MEDLARS databases. It is available for IBM PC or compatible personal computers and for Apple Macintosh computers. The program provides an input screen for the database being searched with the searching done by using textwords, by selecting appropriate MeSH terms or by a combination of both. Some of the databases available include MEDLINE, AIDSLINE, AIDSDRUGS, AIDSTRIALS, HEALTH, CANCERLIT, PDQ, TOXLINE, and TOXLIT. The search strategy is formulated offline with the searcher instructing GRATEFUL MED to run the search only when satisfied with the strategy. GRATEFUL MED connects to the NLM computer, runs the search, and downloads the results to the hard disk of the personal computer. The retrieved citations are reviewed offline and can be printed or written to a disk file. A citation includes authors' names, title of the article and source information: journal title; volume; date; pages; abstract (if requested), and MeSH headings. Included with the software program are the User's Guide, tutorial disks, and forms for applying for a user code and password.

- **GRATEFUL MED** Hardware/Software Requirements

    - IBM version (version 6.0)

        - IBM PC or compatible with a hard disk capacity of 1.9-2.5 megabytes and at least 512K memory (640K recommended)
        - DOS operating system
        - Hayes Smartmodem or completely compatible modem
        - access via Internet or from a Novell communications server available

    - Macintosh (version 2)

        - any Apple Macintosh computer with at least one megabyte of memory
        - Hayes Smartmodem or completely compatible modem
        - system 4.3 or higher

To use GRATEFUL MED or any of the MEDLARS databases, searchers need a User ID code and password for the MEDLARS system.

- Loansome Doc

This GRATEFUL MED feature enables searchers to order via their computer relevant full-text articles from retrieved citations. These articles are obtained from a library which uses DOCLINE, NLM's automated interlibrary loan request and referral system. Loansome Doc electronically links GRATEFUL MED users with these libraries. Some libraries that provide Loansome Doc service to users not affiliated with their institutions charge a fee for each article supplied; fees vary from library to library.

**Nel Lawson**

**"Children's Services in Pohnpei"**

Youth Services in Pohnpei

First - I have a very good group of dedicated volunteers.

Every Week - Story hour for elementary school children. Volunteers tell stories in English and/or Ponapean usually accompied by coloring sheet.

Preschool story hour for young children. Volunteers tell stories. Videos and coloring sheets. Cut and paste. Dot to Dot, etc. Also exercises.

After school video. Show feature length videos. Disney Cartoons, etc.

Summer reading program - Usually during the month of July.

1992 - Youths read a certain number of books in the catagories of fiction, non fiction and biography. Prizes were given to the youths who completed all the requirements.

1993 - Monday, Tuesday, Thursday volunteers read stories in English and/or Ponpean followed by coloring sheet that was related to story. Wednesday was video day.
At the end of program, the library had a play afternoon. Volunteers from the U of O played kickball and indoor games with the children Ice cream and kool-aid was served. Pencils were also given out.

Library Week - 1992 - Children were involved with origami, frond weaving and net tossing. A state wide essay contest was held. Winners were given cash prizes.

1993 - Children were involved with frond weaving and health check ups. Medical Officer's school volunteers did blood pressure tests. Local Lion's Club did eye checks. The state dental clinic did teeth examinations. A state wide drawing contest was held. Winners were given cash prizes and/or art supplies. Some of the drawing are being used for the FPPL 1994 calendar.

Super readers received a Pohnpei Public Library pencil when their check out card is filled before the year is up.



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Elementary school children love to color so all posters and banners created are colored by the children.

On rainy days, I sometimes give them coloring sheets to do after their homework is done.

Videos are very popular. Some late Friday afternoons, I will show a couple of "learning" videos, such as "History Rock" "Learning about Letters" etc.

I try to teach the children to pick up their books and shelve in the correct spot. Several youths gladly help shelve the "E" books with the guidance of one of the staff.

RICHARD MELDROM

# More books for the buck.

COOPERATION IN BOOK BUYING AND MAGAZINES

Pool our funds to get the best discounts.

We don't get much discount with a $1,000 order, but if we pooled our funds and had $500,000 worth of cooperative buying, we could all get big discount and all get the same.

The same could apply with the magazine subscriptions.

If a few hundred dollars on magazines, no discount. If we pooled our funds and had $50,000 we could get a discount on our magazines.

# MORE BOOKS AND STUFF FOR THE BUCK

BOOKS SAMPLE: GONE WITH THE WIND

| | | | | |
|---|---|---|---|---|
| Paperback: | $6.50 | 40% OFF | Net: | $3.90 |
| Permanate Paperback: | $10.90 | 22% OFF | Net: | $8.50 |
| New Hardback: | $21.95 | 30% OFF | Net: | $15.37 |
| Used Hardback: | 50% OFF New $11.NET | | | |

BOOKS SAMPLE: ENCYCLOPEDIA BRITANNICA

| | | |
|---|---|---|
| New leftover | 1992 set | $1335.00 |
| New | 1993 set | $1635.00 |

Mail or ship everything 4th class library rate. It is slow (about 2 months) but the cheapest rate to send things to places with ZIP codes.

# BOOK CLUBS

BOOK OF THE MONTH CLUB

5 books for $1.00 (Value about $110) Must buy 2 additional books.
You select before shipment.

DOUBLE DAY BOOK CLUB

5 books for $1.00 (Value about $100) Must buy 4 more books.
You select before shipment.

HISTORY BOOK CLUB

3 Books $1.00 each (Value $65.) Must buy 1 more at 35% off. No commitment.
Books shipped automatically.

LITERARY GUILD

4 books for $1.00 Must buy 4 additional books

## SHELVING

STEEL: Strong, Costly to ship

Cost for new shelving:

Double sided 9" shelves, 92" high per 3' section: $260-$650 each plus freight.
150 New sections would cost between $39,000 - $98,000. plus freight

Used shelving:

Used sections cost $22,000 including freight.
Used Shelving with same size $140. per section.

Wooden shelving from the States cost about double the steel shelving.

Wooden shelving built with local materials & labor, minus freight, is cheaper. For example, these shelves cost about $200. plus labor. These shelves are 6' high, 2' wide and 8' long.

## LIBRARY SUPPLIES:

Send for their catalogs and compare prices. Some are less costly on some items, more costly on others.

Library supply places:

DEMCO
P.O. Box 7488
Madison, WISC.
53707-7408

Brodart
500 Arch St.
Williamsport, PA 17705

Highsmith
P.O. Box 800
Ft. Atkinson, WISC. 53538-0800

Gaylord Bros.
P.O. Box 4901
Syracuse, NY 13221-4901

# SMALL ARCHIVES FOR LIBRARIANS AND CURATORS

Presentation to Third PIALA Conference
Saipan October 13 - 15, 1993

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## FOREWORD

Being a newcomer to the region I was a little uncertain as to what I could contribute to the exchange of information at this gathering. Then it was suggested that I might cover fundamental archival principles and practice so as to assist those persons in library, or similar situations, who have acquired (or would like to acquire) archival records as an offshoot to their major function.

So, the following discourse is directed mainly to those operatives of small and possibly isolated institutions who can identify local original records of long term significance in need of a "home" and tender loving care.

## INTRODUCTION

I thought maybe we could start by looking at the similarities and differences in the roles of persons within the information industry. That is:

- Museum Curators
- Librarians
- Archivists
- Records Managers

What each practitioner has in common is that each is a protector of material in custody, each controls that material, and is the intermediary between the collection and the user.

To assist in demonstrating the differences I have borrowed a chart from "Keeping Archives", a very useful book published by the Australian Society of Archivists.

Table: What's the Difference

Maybe in a perfect world we could observe professional boundaries and each of us would specialize in our respective fields, however, in practice, there is often need to overlap. I would sooner see a librarian acquire artifacts, or a museum curator maintain a library, than see the artifacts lost or to be without reference resources. What we do have to be aware of though is that what works for "this", may not be totally appropriate for "that", even though the principles and the objectives may be similar.

**Table Two What's the Difference?**

| | Registries | Archives | Libraries | Museums |
|---|---|---|---|---|
| What do they keep? | Create and control the active records needed for conduct of business. | Inactive records that have been selected for permanent preservation. Usually unpublished (can be in any format) and unique. | Published material (can be in many formats, e.g. film, microfiche, cassettes) that is not unique. | Objects and artefacts (& associated documentation) which may or may not be unique. |
| How is the material arranged? | System of arrangement and control chosen/devised and imposed by records managers. | In the order determined and used by the creator(s). | According to a predetermined classification system (e.g. Library of Congress). | Arrangement is not significant. Control is. |
| Who can consult the material? | Employees of the organisation requiring the records to undertake their work. | Depends on archives policy (e.g. serious scholars only, anyone over 18) and on conditions imposed by depositor/donor. | Any member of their community (e.g. at a school library any student or teacher). | Any member of the public. |
| How do you find what you want? | Records managers maintain and consult indexes, registers etc. to determine appropriate items. | Through consultation of guides, inventories and other documentation made available to researchers. | By consulting name and subject catalogues or by browsing through the shelves. | You may only examine what is on exhibition or display. |
| Where do you consult the material? | Items may be removed from registry once assigned to you. | In the search room on the archives' premises and under supervision. | On the premises or, if you borrow, anywhere you wish. | In the display galleries or exhibition areas. |
| What is their objective? | Efficient, economic and systematic control and retrieval of records needed for conduct of business. | Protection of archives and their evidential and informational values. | Building appropriate and comprehensive collections that are properly housed, controlled and effectively used. | Collection and protection of selected objects for the community. |
| Why do you visit? | To undertake your duties. | For proof of transactions and actions, to study, undertake research, for enjoyment. | For educational and recreational purposes. | For educational, aesthetic or recreational reasons. |
| Who looks after the material? | Records Managers. | Archivists. | Librarians. | Museum Curators. |



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**WHAT ARE ARCHIVES?**

**The term "archives" can be applied to an organization, a place, or to "special" records.**

The Australian Society of Archivists has adopted the following definition:

1. An organization (or part of an organization) whose main function is to select and make archival records available for use. There are two main types:
   - Collecting Archives - collects records of a variety of organizations, families and individuals.
   - In-house Archives - usually restricts its collecting to material generated by its parent institution or organization or by other closely associated bodies or people.

2. The place (building/room/storage area) where archival material is kept.

3. Those records which are no longer required for current use but have been selected for permanent preservation because of their evidential or informational value.

Let's look further at item 3. and expand on the record aspect.

The following definition is from the Records Management Association Australia:

> A record shall mean a document which shall include in addition to a document in writing:
> (a) any book, map, plan, graph or drawing;
> (b) any photograph;
> (c) any label, marking or other writing which identifies or describes anything of which it forms a part or to which it is attached by any means whatsoever;
> (d) any disc, tape, soundtrack or other device in which sounds or other data not being visual images are embodied so as to be capable with or without the aid of some other equipment of being reproduced therefrom
> (e) any file, negative, tape or other device in which one or more visual images are embodied so as to be capable as aforesaid of being reproduced therefrom; and
> (f) anything on which is marked any words, figures, letters or symbols which are capable of carrying a meaning to persons conversant with them.

The Australian Society of Archivists say records are:

> Documents containing data or information of any kind and in any form, created or received by an organization or person for use in the course of business and subsequently kept as evidence of such business.

And define a document as:

> The smallest complete unit of record material which is accumulated to form a file, i.e. a letter, photograph, report.



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By combining these definitions we can come up with some sort of a picture as to what an "archival record" is. We can say that it:

. is a document containing data or information of any kind
. and in any form,
. is created or received in the course of business
. and is subsequently kept as evidence of such business,
. but which is no longer required for current use
. and has been selected for permanent preservation because of its archival value.

ARCHIVAL VALUES

An archivist uses the evidential and/or informational and/or historical values of records as justification for the indefinite or permanent retention of them.

Evidential Value is:

The value for providing evidence of the origins, structure, functions, policies, and operations of the agency or person that created the records. The three major categories of records having evidential value are those that:

1. Have continuing administrative, legal or fiscal value for the body or individual that created them.

2. Record details which may serve to protect the civic, legal, property or other right of individuals or the community.

3. Reflect the evolution of:

   . the creating body - its structures, functions, policies, decisions and significant operations;

   . the individual's career, interests or activities.

Informational Value is:

The value for reference and research as distinct from their evidential value i.e. a use of the information in a way not envisaged by the records creator.

Historical Value is:

The value arising from exceptional age, and/or connection with some historical event or person.

## ARCHIVAL PRINCIPLES

Early archival theorists established two principles upon which to base their work in order to protect the unique properties of archives. The principles are those of provenance, and respect for original order.

The principle of provenance requires that the archives of one organization or person not be mixed or combined with the archives of another. To take as an example two well known trading companies in Micronesia, it would be inappropriate to consolidate the records of Ambrose & Company with those of Bernards & Company even though both operate in the same sphere and create similar records.

The principle of original order requires that the order in which an organization or person created, maintained and used records be respected and preserved. It would be inappropriate to reorganize a group of files arranged by a number system into say alphabetical order by file title, even if you believed that this would make them easier to use.

Observance of these principles is designed to preserve the essential qualities of the records:

1. They can still be referred to by the creators because their system of control is intact.
2. Successive generations of researchers can see these records in their original state enabling them to analyze, deduce and interpret for themselves.

## BASICS FOR A SMALL ARCHIVE

Let us assume that you wish, or are required, to accept into your care a smallish quantity of records said to be "important and worth keeping". They might be school records, local council records, company records, or possibly personal records. What do you do?

I suggest the following steps:

- Go and look at them. Get a general idea of the quantity, form, condition, and informational content.
- Talk to people who have knowledge of them.
- Assess the archival values.
- Carry out a survey to ascertain the provenance, original order, and the inter-relationships of the records.
- Consider whether or not you have the resources to take them into your custody. Is there someone else better placed?
- Do you have the necessary authority to acquire them. Can you get the "owner" to give authority; are you allowed to accept them?
- Are there conditions attaching to custody of the material. Will you have to spend money to maintain them in good order and condition?
- Are there restrictions on who may have access to the information?



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Supposing you accept custody of these records, what do you need at your disposal?

You will need:
. Somewhere to work.
. Somewhere to store.
. Information on how to manage the collection.
. Manpower (your own usually!).
. Materials and equipment.
. A policy statement or at least a clear idea of what the end results are to be.
. Authority to act.

And if you decide to accession part or all of the records. What do you do?

The initial and ongoing steps in archival practice are:

1. Register the agency which compiled or accumulated the records.
2. Accession the records.
3. Describe the records.
4. Box and store the records.
5. Protect your holdings.
6. Publicize your holdings.
7. Make your holdings available.

SURVEYING RECORDS

A prepared survey form is desirable since it acts as a reminder of the things to look for. The amount of time spent on making a systematic scrutiny of the records is going to be influenced by the extent of the records, their condition, and how much is known about them. It is good if you can involve someone who has knowledge of the material.

. . . . . .
.
sample form with instruction sheet
.
. . . . . .

If the records are to remain where they are even for a short time following your survey, make sure nobody can get to them and move them around - it will destroy a lot of your work if they do.

The survey will reveal the nature and extent of the records and will assist you in making decisions regarding the archival values of them.


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# ACCESSIONING

Try to do your initial work at the place where you find the records. If you must move the records before making a proper study of them, do it systematically. Draw a location plan, work systematically through the area transferring records to numbered boxes and marking on your plan where the box contents have come from. Clean the records as you go and watch for mold and insect infestation (consider spraying the inside surfaces of the boxes with a contact insecticide) - avoid bringing dust, mold, insects, rodents etc. into your clean archives.

If the records are wrapped or tied in bundles, take care to keep wrappers, labels or tags which describe the bundle of records.

If the records are loose, bundle them as they are boxed.

Write up box lists as you go and give each box a unique number. There are various ways of achieving box control and this will be covered a little later.

.....

sample box list

.....

The best way to keep any quantity of records is in uniformly sized boxes on shelves which are set up to suit the box size so as to avoid waste space. In most situations it is acceptable to stack boxes two high on a single shelf, any more than this makes access to them difficult.

It is pointless moving records into an archive if they cannot be located when needed. So, you need a control system which will identify the discreet units of records which you accession.

There are various ways to do this, but I could suggest one numbering system which I like, it is called "Annual Single Number" system.

Examples of number use:

. First accession for 1993 93/1
. Second accession for 1993 93/2

And suppose there are three boxes of records in the first accession. These would be numbered 93/1/1, 93/1/2, 93/1/3. The second accession would be 93/2/1, 93/2/2, and so on.

Arrange the boxes on your shelves according to the year/accession/box numbers. Arrange from left to right, filling one bay at a time. So, 92/-/- will come before 93/-/-, and 93/1/3 before 93/2/1.

TIME OUT

At this stage I suggest you rest a while and think about how much more work you want to commit yourself to. The next step is a more detailed records description process called in archival terminology "Arrangement and Description". This is the final stage in creating a guide to the archives holdings.

## 3. RECORDS SERIES

There are different ways of achieving a guide to the archives holdings. The method I am familiar with is based on the "Records Series".

A records series is defined as:

> Those records or archives having the same provenance which belong together because:
>
> - they are part of a discernable system (alphabetical, numerical, chronological, or a combination of these),
> - they have been kept together because they result from the same activity, or
> - they are of similar format and relate to a particular function.

Establishing records series would be best achieved with assistance from a person with a little experience in archives work. However, if you want to have a go at it yourself I offer the following extracts from "Keeping Archives":

.....

Series Description Sheet

.....

.....

Notes to Series Description Sheet

.....

The series description work is something that can be done as your archives develops, provided you gather enough information at the time you accession your records.

.....

diagram of archives shelving

.....

## INTELLECTUAL CONTROL

Intellectual control refers to the description of the records and the information they contain so as to aid the research use of them. For a small collection the control process can be simple since much of the reference work can be handled from memory. As the collection grows so must the controls become more sophisticated.

What are the basics of intellectual control?

- Register agencies from which archival records are accessioned.
- Register all accessions.
- Describe archival records in a standard format.
- Record the location of archives within the repository.
- Have an access policy which encourages research, but protects fragile records, and respects privacy rights .

### 1. AGENCY REGISTRATION

This is a description of the organization or person creating or accumulating the records (it is not necessarily where you acquired the records from).

If an organization - try to establish the organizational structure and the names and positions of management and staff appropriate to the date range of the records, include details of the function of the organization (its reason for being) and how it fits into any umbrella organization.

If a person - record biographical details and their reasons for creating/ accumulating these particular records.

### 2. ACCESSION REGISTRATION

This is simply a list of consecutive numbers commencing at #1 each year. Record against the appropriate number brief details of each accession - where from, the number of boxes, perhaps a summary of the record content.

Be sure to maintain the list so as not to reuse an accession number.



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SUMMARY

You have by now:

- Made an investigation of an accumulation of records.
- Made decisions concerning the value of the information these contain.
- Ascertained information about the records themselves.
- Prepared a general description of the records and the circumstances of their creation.
- Put the records in boxes and assembled the boxes in an orderly fashion.
- Assembled lists of the box contents.
- Commenced, or prepared for, the final stage in the description of your holdings.

## ISSUES

### 1. ARCHIVAL CUSTODIANSHIP

I suggest you consider carefully the implications of having archives in your care. Remember "archives are forever" and it may be that you are taking on a burden that perhaps your organization or your successor may not regard with the same degree of enthusiasm as you do. At this stage consider contacting an established archival institution with a view to having them accession the records. In this way you could ensure the longevity of the material without the custodial involvement. It may be possible to have copies produced for local reference use.

### 2. ACQUISITION AUTHORITY

Be sure that you can have good title to the records. It could be very frustrating to put in time and effort to bring them into custody only to have them claimed by someone saying they have better title than the person you got them from.

Also, before you give assurances that you can provide a good home for this material, it may be worthwhile to check your organization's charter, or the insurance policy, or whatever, to ensure that the contemplated activity is allowed or that you are not exposing yourself to a commercial or other risk should anything go wrong.

### 3. STRINGS!

Remember that there will be a gradual insidious degradation of the records. Make sure that you are not committing yourself to a maintenance/restoration program beyond your means. Find out what conditions are required to provide a secure environment for the material; in the tropics 24 hour, 7 days a week airconditioning is desirable, preferably combining humidity control. Before contemplating any sort of restorative program, get an estimate of the cost - active conservation is an expensive process.

4. CONFIDENTIALITY VERSUS THE RIGHT TO KNOW

As the custodian of unique information you are going to be faced with decisions from time to time - to show or not to show. It is important to establish right from the beginning the circumstances under which researchers may have access to the records - are they open to all comers, bona fide researchers (i.e. academics), only after reference to the "owner", not open at all? Have a written access policy and be sure that any records restricted in any way are clearly identifiable as such.

What is the copyright situation? Have a look at the copyright laws applicable in your particular corner of the world so that you know what to do if someone wants to quote from the material in your custody.

I wish you good luck. Just as an aside, I came across this at the end of a sheet of otherwise serious instructions at an archive where I was assisting for a short time. I think it illustrates that we all need to keep our sense of humor to the fore whatever we work at.

.....

27. Everyone knows that this is not a fun job
but with a small amount of effort from everyone
a great deal of work can be avoided.

28. Finally, if you are having difficulties
please call the Central Records Unit.

.....



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3rd Annual PIALA Conference

Computers: Access to University of Guam Library and the Internet

presented by

Arlene Cohen, Systems Librarian
University of Guam

This presentation began with the observations that we are in the midst of an information access revolution and new technologies and their economic impact are pushing libraries everywhere to become part of this revolution. This is particularly true in the many resource poor areas of the world.

Speaking to this challenge, the beginning statement of the "Interlibrary Resource Sharing Recommendation" coming from the *1990 Guam Governor's Conference on Libraries and Information Services* states:

> There is no regional plan or direction for the collection and sharing of information resources, services and library materials within Micronesia. Library collections and information delivery services are poor throughout the geographic region. [1]

Recently, several tools and new technologies to provide access to local, regional and international information resources have been developed and are in place on Guam. These tools and technologies are designed to make effective use of available resources by providing the means to share them.

After these introductory remarks, the presentation went on to provide a live, on-line demonstration of access to some of these resources available on the Internet, an international information network; and in OCEAN, the University of Guam online library catalog. The demonstration was done on Saipan, in the Commonwealth of the Northern Mariana Islands, at the JOETEN-KIYU Public Library, using the local library telephone line, a 2400 baud modem and a laptop personal computer.

Before accessing some Internet resources, a definition of the Internet was given as:

> ... a worldwide decentralized distributed cooperative interconnection of numerous underlying technologies and organizations with no overall goals, management, or

pricing structure. [2]

This definition of the Internet and its' the database resources were discussed and then some Internet resources were demonstrated. To accomplish this demonstration, we dialed into Tymnet, a low-cost commercial telecommunications line on Saipan, and accessed Portal, the gateway used to get to the Internet (see Figure 1). This was done as a local Saipan phone call using the JOETEN-KIYU Public Library's telephone line and modem.

Once on-line, we searched the *University of Hawaii at Manoa Library Catalog* and the *National Library of Medicine Library Catalog* in Bethesda, Maryland for books on the relationship of ethnic groups and disease.

We then went to Dartmouth College in New Hampshire where we searched the *1992 CIA Factbook* for information about Guam and the Pacific Islands. This part of the presentation was designed to provide just a sampling of the enormous number of databases and information resources available on the Internet.

After logging off from PORTAL, we dialed into OCEAN, the online library automation system at the University of Guam. To do this, a long distance call was placed from the JOETEN-KIYU Public Library in Saipan to the computer where OCEAN resides in the RFK Library at the University of Guam (see Figure 2).

Once online, OCEAN was searched for several books and periodicals. Various searching methods were shown, including access by KEYWORDS, AUTHOR, TITLE, SERIES and CALL NUMBER. Boolean search capabilities were also demonstrated (see Figure 3).

The electronic mail capability of OCEAN was then shown. Use of this capability for interlibrary loan and regional resource sharing was demonstrated and the potential for a regional resource sharing network was discussed.

After logging off from OCEAN, the group discussed the availability of these resources within the region. At the moment, the only way used to access OCEAN outside of Guam is by placing a long distance phone call. Because of the presence of TYMNET on Saipan, it is possible to get to OCEAN from Saipan using an outdial system. This technology was used by the University of Guam to access the University of Hawaii before Internet access was available. [3] However, for the rest of Micronesia, at this time, a long distance phone call is the only option.

Access to the Internet is available from Saipan using TYMNET, as the demonstration showed, but this service is not available anywhere else in the region.

A possibility for further exploration is the use of PEACESAT to access these resources. PEACESAT is a telecommunications satellite designated for educational purposes that covers Micronesia with earth stations throughout the region. PEACESAT has been used in the past to access the University of Hawaii. [4]

Currently, efforts are underway to modify the regional PEACESAT earth stations to allow the use of low-cost modems with PEACESAT. If attempts are successful, we hope to use this technology to provide access to OCEAN at the University of Guam. In the future, access to the Internet should also be explored using low-cost modems located in libraries, schools and other government agencies.

Other areas of low cost telecommunications must also be sought throughout the Micronesian island nations to bring these demonstrated resources to local libraries, educational institutions and other government agencies.

1. Cohen, Arlene. "Interlibrary Resource Sharing" In *Guam Governor's Conference on Library and Information Services, 1990 Final Report*, edited by Chih Wang, Shirley Corbin and Mark C. Goniwiecha, pp. 86-87. Agana: Government of Guam, 1991.

2. Dern, Daniel P. "Internet Consultants." *Internet World* 3(9) November/December, 1992, p. 16

3. Cohen, Arlene, Robert F. Kelley, and George Boughton. "Outdial Access to the University of Hawaii Library: A Western Pacific Experience." In *PTC '91 Proceedings*, edited by Dan J. Wedemeyer and Mark D. Lofstrom, pp. 681-684. Honolulu, Hawaii: Pacific Telecommunications Council, 1991.

4. Mukaida, Lori, Gerald Knezek, Peter Scannell, et.al, "Pacific Island Interactive Data Base Network Access: A PEACESAT, PICHTR, University of Hawaii Pilot Project." In *PTC '89 Proceedings*, edited by L.S. Harms and D.J. Wedemeyer, pp. 494-501. Honolulu, Hawaii: Pacific Telecommunications Council, 1989.



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# INTERNET Access via PORTAL

Figure 1

*University of Guam RFK Library*

*OCEAN*

# REMOTE ACCESS

# from

# Home,

# Office or

# Lab

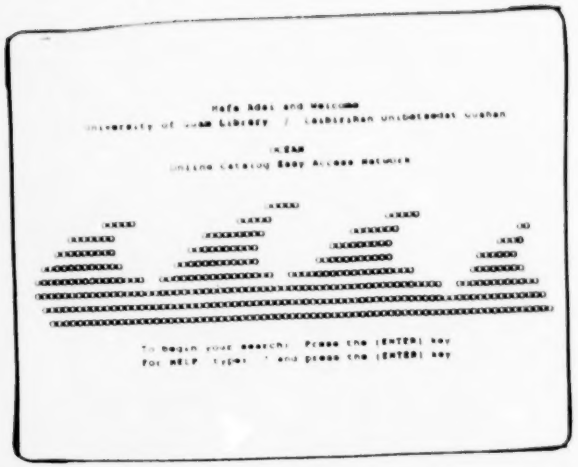


Figure 2



*The RFK Library*
*Online Catalog Easy Access Network*

## *OCEAN*

**The ONLINE CATALOG**

... is a computerized file for over 85,000 titles in the RFK Library

... provides location and availability information (if a book is checked out, on Reserve, etc.)

INCLUDES

... all books in the Reference and Reserve collections of the RFK Library.

... all periodical titles

DOES NOT INCLUDE

... articles in periodicals

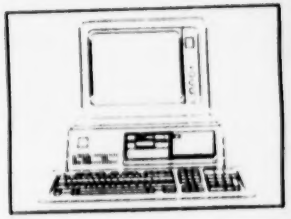
... materials in the Pacific Collection of the Micronesian Area Research Center and many Federal documents

IS AVAILABLE

... 24 hours a day, 7 days per week (occasionally OPAC may be unavailable due to system maintenance)

... free of charge to anyone; users need not be affiliated with the University of Guam

**Using dial access:**



You need:

. a personal microcomputer or terminal
. a 300, 1200, 2400 or 9600 baud modem
. communication software such as Kermit, ProComm, Telix, Red Ryder, Smartcom or Microphone

Procedure:

. connect your modem
. start communications software
. set your communications software to:
  no parity
  8 data bits
  1 stopbit
  VT100 emulation
  2400 baud

. dial this number:
  **734-0620**

Once your software indicates you are connected, press [ENTER] slowly once or twice.

Now you are ready to log on. For instructions, turn the page to:

**Logging On to the Opac**

*Note: In this handout, all system prompts and responses are shown in regular typeface as they appear on your screen. Commands you type in are shown in* ***BOLD****.*

## Logging On to the OPAC

DECserver 700-08 Communications Server V1.0 (BL34-10)
LAT V5.1
(c) Copyright 1992, Digital Equipment Corporation - All Rights Reserved
Please type HELP if you need assistance
Enter username > ***your name***
Local > ***c rfk1***
Local -010- Session 1 to RFK1 established

ULTRIX V4.2 (Rev. 47) (rfk1)

login: ***ocean***

Last login: Fri Jun 18 16:32:15 from DS700
ULTRIX V4.2A (Rev. 47) System #8: Fri Oct 16 12:17:23 WET 1992
UWS V4.2A (Rev. 420)

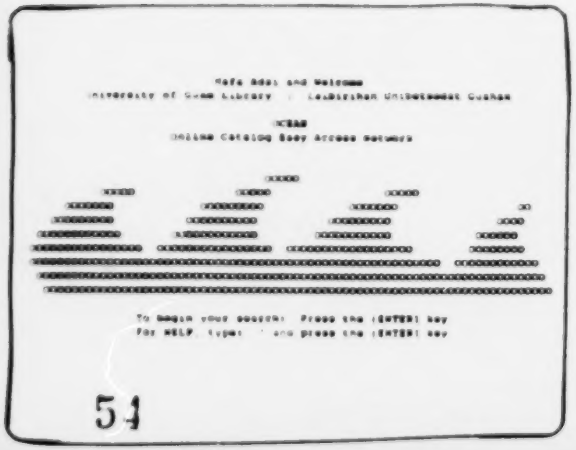
Digital Equipment Corporation
Nashua, New Hampshire

WELCOME TO RFK LIBRARY
UniVerse Command Language 6.3
(c) Copyright 1989 Vmark Software Inc. - All Rights Reserved
ACC.PUB1 logged on: Sat Jun 19 07:54:33 1993

1. vt100 2. wy50

Please enter the number of your terminal type ? ***1***

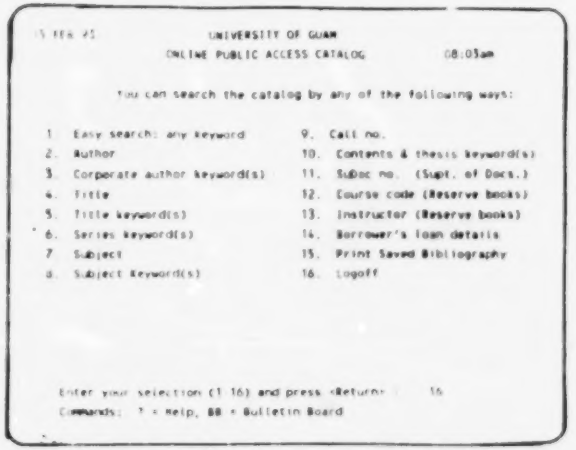
*Note: All PC and MacIntosh users must choose VT100.*






## Logging Off from the OPAC

*Note: You can only logoff from the OPAC at the following screen. To logoff, select option 16.*


UNIVERSITY OF GUAM
ONLINE PUBLIC ACCESS CATALOG 08:03am
You can search the catalog by any of the following ways:
1. Easy search: any keyword
2. Author
3. Corporate author keyword(s)
4. Title
5. Title keyword(s)
6. Series keyword(s)
7. Subject
8. Subject keyword(s)
9. Call no.
10. Contents & thesis keyword(s)
11. SuDoc no. (Supt. of Docs.)
12. Course code (Reserve books)
13. Instructor (Reserve books)
14. Borrower's loan details
15. Print Saved Bibliography
16. Logoff
Enter your selection (1-16) and press <Return>: 16
Commands: ? = Help, BB = Bulletin Board

Thank you for using OCEAN

To disconnect from the system, at the prompt:

Local >

please type: logout

and then disconnect your modem.

Local -011- Session 1 disconnected from RFK1
Local > ***logout***
Local -020-EPtrSw
NO CARRIER

*IMPORTANT: Do not turn off your PC or drop your line without typing: **logout***

*If not done, problems with the network server and subsequent users can occur.*

*Note: For instructions about using OCEAN, please see the handout, "How to Use the Online Catalog."*

## *RFK Library*

Hours:

| | |
|---|---|
| Monday-Thurs. | 7:30 am - 8:30 pm |
| Friday | 7:30 am - 5:00 pm |
| Saturday | 9:00 am - 5:00 pm |
| Sunday | 1:00 pm - 5:00 pm |

(Hours may be subject to change)

Phones:

| | |
|---|---|
| Circulation Desk: | 734-9412 |
| Reference Desk: | 734-3598 |
| Office of the Dean: | 734-9105 |

Technical Assistance:

For help and to report any problems logging on to the OPAC, please contact the RFK Library Systems Librarian at 734-9416 or the UOG Computer Center at 734-9235.

You can also send any non-emergency questions or comments by INTERNET to:

acohen@uog.pacific.edu

*Written by Arlene Cohen*
*Produced by Fernando C. Cabrera*
*June 29, 1993*

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# University of Guam
# RFK Library

## *How to Use the* Online Catalog

The ONLINE CATALOG

... is a computerized file for over 80,000 titles in the RFK Library
... provides location and availability information (whether a book is checked out, on Reserve, etc.)

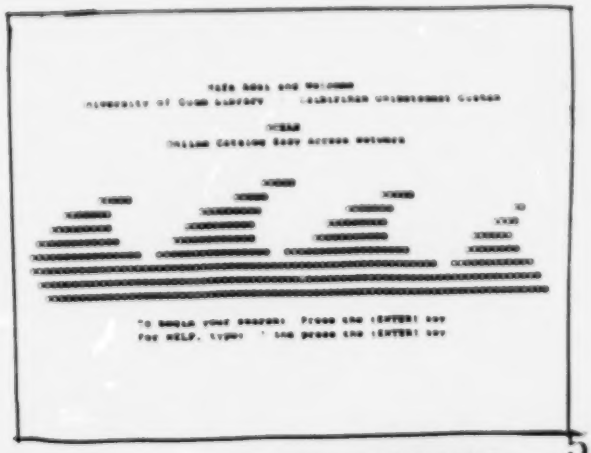
INCLUDES
.. all books in the RFK Library Main, Reference and Reserve collection
.. all periodical titles

DOES NOT INCLUDE
... periodical holdings or articles in periodicals
... materials in the Curriculum Resource Center, Pacific Collection of the Micronesian Area Research Center and many Federal documents

The Keyboard
... functions like a typewriter or computer keyboard
... can type UPPER CASE or lower case
... has the [ENTER] key to send data to the system
... has the [SHIFT] key to refresh a blank screen

To begin a search:

1. Press [SHIFT] to display the *opening screen*.



2. Now press [ENTER] to display the *search screen*.

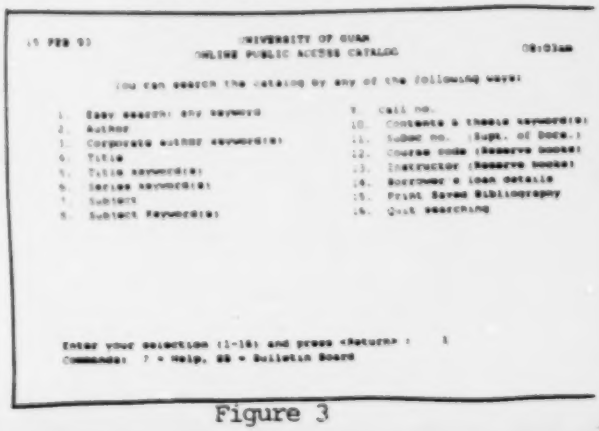

UNIVERSITY OF GUAM
ONLINE PUBLIC ACCESS CATALOG
You can search the catalog by any of the following ways:
1. Easy search: any keyword
2. Author
3. Corporate author (keywords)
4. Title
5. Title keywords
6. Series keywords
7. Subject
8. Subject keywords
9. Call no.
10. Contents & thesis keywords
11. SuDoc no. (Supt. of Docs.)
12. Course code (Reserve books)
13. Instructor (Reserve books)
14. Borrower & loan details
15. Print Saved Bibliography
16. Quit searching
Enter your selection (1-16) and press <Return> :
Commands: ? = Help, BB = Bulletin Board

Figure 3



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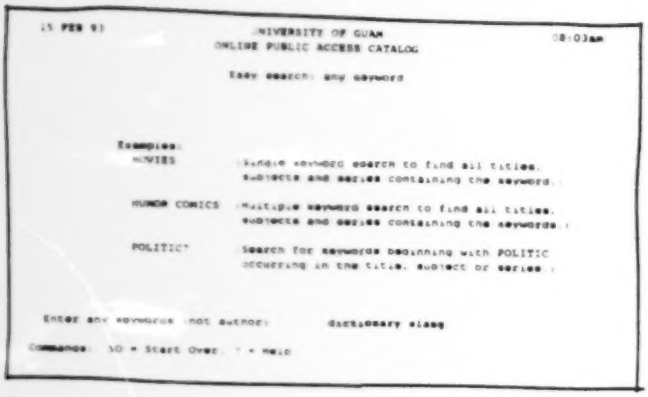
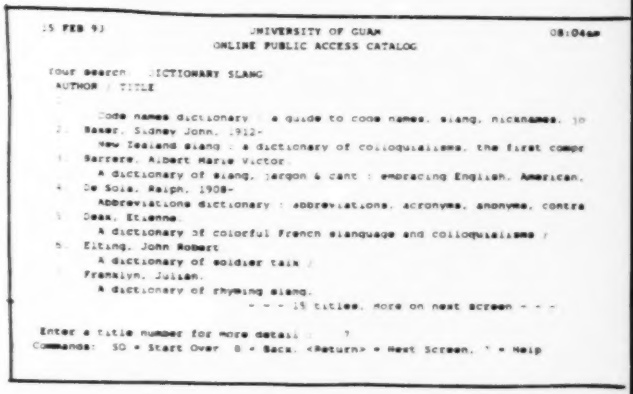
3. At the *search screen*, select the way you wish to search by typing the number of your choice. For example: to find a "dictionary of slang" try *Easy search: any keyword* by typing: **1** [ENTER]

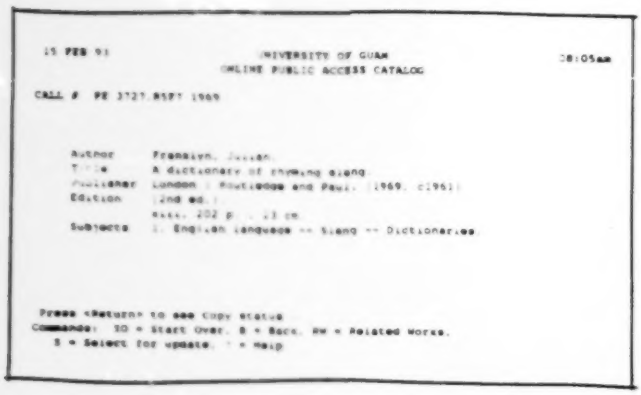
   The *Easy search: any keyword* screen will be displayed.




4. At the *Easy search: any keyword* screen, type the keywords **dictionary slang** [ENTER] and the summary screen of your search results appears.


15 FEB 93
UNIVERSITY OF GUAM
ONLINE PUBLIC ACCESS CATALOG
08:04am
Your search: DICTIONARY SLANG
AUTHOR / TITLE
Code names dictionary : a guide to code names, slang, nicknames, id
2. Baker, Sidney John, 1912-
New Zealand slang : a dictionary of colloquialisms, the first compr
1. Barrere, Albert Marie Victor.
A dictionary of slang, jargon & cant : embracing English, American,
4. De Sola, Ralph, 1908-
Abbreviations dictionary : abbreviations, acronyms, anonyms, contra
3. Deak, Etienne.
A dictionary of colorful French slanguage and colloquialisms /
5. Eitang, John Robert
A dictionary of soldier talk /
Franklyn, Julian.
A dictionary of rhyming slang.
- - - 15 titles, more on next screen - - -
Enter a title number for more detail:
Commands: SO = Start Over, B = Back, <Return> = Next Screen, ? = Help

5. To display a full record of a title shown on the summary screen, type the number of the title you choose. For example, to display the book by *Franklyn*, type **7** [ENTER].


15 FEB 93
UNIVERSITY OF GUAM
ONLINE PUBLIC ACCESS CATALOG
08:05am
CALL #: PE 3727 R5F7 1969
Author: Franklyn, Julian.
Title: A dictionary of rhyming slang.
Publisher: London : Routledge and Paul, [1969, c1961]
Edition: [2nd ed.]
Subjects: 1. English language -- Slang -- Dictionaries.
Press <Return> to see copy status
Commands: SO = Start Over, B = Back, RW = Related Works,
S = Select for update, ? = Help

6. To find out the status of the book, press [ENTER]

REMEMBER:

You can **ALWAYS** ask a Reference Librarian for HELP.
**Never** turn any terminals or printers **OFF**.
When ready to print, be sure the green *Printer Ready* light is steady.
Limit the printing of citations... paper is expensive!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